Ancient Egypt
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Ancient Civilizations
Introduction

Ancient Civilizations is a thematic unit that introduces the basic elements of culture. Through studying ancient Egypt, the students will explore how geography, anthropology, psychology, the economic system, political structure and social practices determine how people live. The interplay between these forces helps define a particular culture.

Our sixth grade classroom consists of 30 percent English Language Learners (ELL) of varying English proficiency, from beginning to intermediate.

Extreme care was taken to ensure that all students were able to contribute in each activity, regardless of the level of English proficiency. For example, students were allowed to write in his/her own language, use visual aids, work with a partner and group, and share his/her own language and culture.

This unit contains the following skills:

✓ Cooperative groups
✓ Technology (Internet)
✓ Games and songs
✓ Drawing/Creative expression
✓ Hands-on activities
✓ Communication skills
✓ Language
✓ Social Studies
✓ Research
✓ Math (Graphing)
✓ Writing
✓ Presentation

We feel that the variety of instructional strategies used will allow for maximum participation, no matter the level of English proficiency and ability.
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ESL Goals and Standards

Goal 1: To use English to communicate in social settings
Standards:
1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas
Standards:
1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways
1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence
Lesson 1: Introduction to Ancient Egypt

ESL Standards
Goal 1: Standards 1, 2
Goal 2: Standards 1, 2

Oxford Strategies
Direct
Memory- Review of United States history
Cognitive- Receiving information, taking notes
Metacognitive- Linking with already known material
Indirect
Social- Asking questions
Cooperating with parents

Multiple Intelligences
Kinesthetic, artistic, interpersonal, verbal

Procedure:
1. Teacher asks what the students remember from the 5th grade unit on United States history. What do you remember? What do you know about the development of the U.S. political system? How did geographic features affect the economy and growth of the U.S.? Teacher makes a list on the board of what the students know. She asks them if they can name four major factors in the development of the United States.

2. The teacher introduces Ancient Egypt by showing Ancient Egypt, a video (Bala Cynwyd, PA: Schlessinger Video Productions, c1998). The video is 23 minutes in length. In the video archeologist Arizona Smith and his young detective-in-training explore the wonders of ancient Egypt.

3. To summarize the video, the students recall some major characteristics of Ancient Egyptian culture. The teacher records student responses on the board. The teacher displays an overhead transparency of the Elements of Culture.

4. The students categorize their responses and enter them into the Element of Culture web. They also write the homework assignment in their planners—have their family help identify important customs, beliefs and practices in their family’s way of life or culture. Students may record their findings in their first language. Students will present their findings; they have the options to select the format—written, verbal, or pictorial. Students may bring artifacts that reflect their culture. Social studies textbooks are available for reference.

Resources:
Ancient Egypt video, overhead transparency of The Elements of Culture, 25 copies of The Elements of Culture, 25 World Explorer, The Ancient World texts, overhead projector
Elements of Culture
Social Sciences
Fifth/Sixth Grade

I. Geography

II. History

III. Anthropology

IV. Sociology

V. Psychology

VI. Political Science

VII. Economics

VIII. Technology
Elements of Culture
Social Sciences
Fifth/Sixth Grade

I. Geography
Location
Place
Regions
Movement
Human Environment Interaction

III. Anthropology
Type of home
Language – oral, written, gestures
Customs – art, literature, food, music
Recreation

V. Psychology
Individual behavior and feelings
Health/physical/mental
Aging process

VII. Economics
Trade
Type of currency
Exchange rate
Industry, manufacturing, tourism
Careers
Standard of living

II. History
Important events
Important discoveries and exploration
Chronological timeline (B.C./A.D.)

IV. Sociology
Lifestyle:
- Family
- Marriage
- Religion
- Education
Roles of people in groups

VI. Political Science
Forms of government
Politics (political parties)
Laws
Leaders (e.g., president, prime minister, king, queen, dictator)

VIII. Technology
Transportation (e.g., bullet train, bicycle, automobile)
Inventions
Communications (e.g., newspaper, computer, TV)
Medical advances
Level of technology (e.g., horse and buggy, bicycles, automobile)
Lesson 2: Geography of Ancient Egypt

ESL Standards
Goal 1: Standards 1, 2
Goal 2: Standards 1, 2

Oxford Strategies
Direct
Memory- reviewing Lesson 1, recalling types of maps
Cognitive- Receiving information, analyzing and reasoning
Indirect
Metacognitive- arranging and planning learning
Social- cooperating with others

Multiple Intelligences
Kinesthetic, artistic, interpersonal, verbal

Procedure:
1. Teacher reviews Lesson 1 and displays The Elements of Culture overhead. Geography, economics, sociology, anthropology, psychology, political science, technology and history are identified as components of culture.
2. Five students share their personal culture. At the beginning of each lesson, five more students will share their findings until all have shared. As each student shares, the class will identify which components of culture are involved.
3. Teacher displays a relief map of Ancient Egypt. Students recall the different types of maps—political, relief, populations, product… Students identify chief geographical features of Ancient Egypt and discuss how it contributed to its development. Some specific features are the rich, fertile land along the Nile River; the 4,160 mile Nile River as a transportation system; the surrounding “Red Lands,” the harsh deserts that provided Ancient Egypt a buffer from invasion.
4. Teacher hangs a world relief map. ELL students identify major geographical features that contribute to their cultures. English-speaking students identify chief geographical features of the United States.
5. Homework: Students are divided into pairs with at least one person has proficiency in English. Each pair is to choose one of the following options: write an essay comparing the United States highway system with the Nile River of Ancient Egypt; create a relief map of Ancient Egypt; prepare a comic strip of the yearly cycle of flooding and growing of crops along the Nile River. The quality of the homework will help the teacher assess the students’ understanding of the role geography plays in culture.

Resources: Elements of Culture overhead, relief map of Egypt, world map, overhead projector
Lesson 3: History of Ancient Egypt

ESL Standards
Goal 1: Standards 1, 2
Goal 2: Standards 1, 2

Oxford Strategies
Direct
Memory- review of components of culture
Cognitive- analyzing and reasoning, practicing reading and speaking
Indirect
Metacognitive- centering learning, arranging and planning timeline activities
Social- asking questions, cooperating

Multiple Intelligences
Kinesthetic, artistic, interpersonal, verbal

Procedures:
1. Five students share their cultural findings. Teacher helps students categorize findings into cultural components.
2. Teacher pairs students for reading. Teacher ensures that there is an English proficient reader in each pair. Each pair is assigned specific pages to read on Egyptian history. The students will use World Explorer, The Ancient World (Prentice Hall: 1998) pp. 24-25, 52, 69, 173, 177, 194, 214.
3. Upon completion of reading, each pair creates an illustration of the historical event and a sentence or two describing the event.
4. Using butcher paper, two volunteers draw a 25 foot timeline. Each pair identifies where their event fits in the sequence of events. They paste their illustration and written description on the appropriate section of the timeline. The teacher assesses their understanding by the placement of the events and the illustrations and written descriptions.
5. Class discusses who the important people are in Ancient Egyptian history. Class discusses how the Egyptians evolved from nomadic hunter-gatherers into agriculturalists.
6. Homework: Students are to discuss the critical and influential events of their life with their families. Then, they are to create a personal timelines. The timelines may be annotated in the first language of the student.

Resources:
25 World Explorer, The Ancient World texts, 25 feet of butcher paper, 12 pieces of drawing paper
Lesson 4: Ancient Egypt Government

ESL Standards
Goal 1: Standards 1, 2
Goal 2: Standards 1, 2

Oxford Strategies
Direct
- Memory - review of components of culture, creating mental linkages, reviewing U.S. political system
- Cognitive - analyzing and reasoning, practicing reading and speaking
Indirect
- Metacognitive - centering learning
- Social - asking questions, cooperating,

Multiple Intelligences
- Artistic, interpersonal, verbal, musical

Procedure:
1. Five students share their cultural findings. Teacher helps class categorize findings into the components of culture.
2. Teacher refers to the Ancient Egypt timeline and asks, “Who were the leaders and rulers of Ancient Egypt?” The class discusses what type of government Egypt had. Teacher adds pharaoh, scribe, priest, slave, theocracy to the vocabulary word bank.
3. In reading pairs, students read World Explorer, pp. 67-72.
4. Teacher leads class discussion of the United States form of government, which the class studied in fifth grade. The class makes a comparison and contrast chart between the responsibilities and rights of Ancient Egyptian citizens and United States citizens. Teacher makes a chart on the overhead to guide students in the activity.
   - Homework: Prepare a short written, illustrated or oral presentation of how different life would be if our country were ruled by a pharaoh. Students may visit and share with the class the Nelson-Atkins Museum’s exhibit of “Art of the Leqa: Meaning and Metaphor in Central Africa” in lieu of the above homework.
5. Teacher ends the lesson with the song on the following page.

Resources: Ancient Egypt timeline, 25 World Explorer texts, overhead projector
Where Have All the Pharaohs?
Sung to the tune of “Where Have All the Flowers Gone?”

Where have all the pharaohs gone?
   Long time passing
Where have all the pharaohs gone?
   Long time ago
Where have all the pharaohs gone?
Robbers have picked their pyramids
   When will they return?
   When will they return?

Where have all the robbers gone?
   Long time passing
Where have all the robbers gone?
   Long time ago
Where have all the robbers gone?
   Taken treasures every one
   When will they return?
   When will they return?

Where have all the treasure gone?
   Long time passing
Where have the treasures gone?
   Gone for profit every one
   When will they return?
   When will they return?

Where have all the profits gone?
   Long time passing
Where have all the profits gone?
   Long time ago
Where have all the profits gone?
   Gone to museums quite a few
   When will they return?
   When will they return?

Where have all the pharaohs gone?
   Long time passing
Where have all the pharaohs gone?
   Long time ago
Where have all the pharaohs gone?
   When will they return?
   When will they return?
Lesson 5: Internet Lesson on Trading in Ancient Egypt

ESL Standards
Goal 2: Standards 1, 2
Goal 3: Standards 1, 3

Oxford Strategies
Direct
Memory-Reviewing of what is a society
Cognitive-Practicing
  - Receiving and sending messages
  - Creating structure for input and output

Indirect
Metacognitive-Centering your learning
  - Arranging and planning your learning
Social-Asking questions
  - Cooperating with peers

Multiple Intelligences
Interpersonal, Visual/Spatial, Linguistic

Procedure:
1. Organize students into heterogeneous groups of 2-3 people.
2. Start a discussion of how we trade today.
   - Direct students to Internet site to continue lesson
     http://www.ancientegypt.co.uk/staff/topics/trades.html
   - Discuss contents of lesson with class
3. Have students fill in worksheet from lesson

Material for display:
  Maps
  Main Egypt Maps

Routes
  Overseas trade during the pharaonic period

Extension activity
  Have students draw, write, talk about their trading within their community

Materials
Worksheet from web site
Pencil
  - Computer if available, otherwise Teacher may have available information on trading routes and maps for students
Lesson 6: How Do You Do That?

ESL Standards
Goal 2: Standards 1, 2
Goal 3: Standards 1, 3

Oxford Strategies
Direct
Memory-Creating mental linkages
   Applying images and sounds
Cognitive-Practicing
   Receiving and sending messages
   Creating structure for input and output
Compensation-Overcoming limitations
Indirect
Affective-Taking emotional temperature

Multiple Intelligences
Linguistic, Logical, Interpersonal

Procedure
1. Discuss the use of paper today and how has it changed society? How is paper made?
2. Using materials found at the following link
   Lesson Plan (World History) for teaching about papyrus
   Discuss:
      What is papyrus?
      Why was/is it so important?
      Was this the only means available for writing in Ancient Egypt?
3. Have students write a description on how to make papyrus using the above mentioned link lesson plan. This link/lesson plans has three assignments:
   Assignment one- relates to giving instructions on making papyrus
   Assignment two is an extension exercise to encourage students to do research
   Assignment three is a worksheet encouraging the students to make connections between the different ways of writing in ancient Egypt

For additional information on Egypt
http://www.reshafim.org.il/ad/egypt/trade/

Materials
Handout(s) from web site
Pencil
Compute:
   – For obtaining materials needed
Use by students

Procedure
1. Sponge
   Correct this sentence:
   the nile river flow through egypt
2. Introduce Egyptian system of Writing, hieroglyphics.
3. Have students write give meanings to selected symbols in small groups. The students will compare answers to find same and different meanings.
4. Explain the symbols began to represent specific sounds instead of whole words. Show the students cartouches and have them decipher the cartouches.
5. Give the students card stock and markers to make their cartouches of their names.
6. Have the students share their cartouches with the whole class.

Vocabulary
   Hieroglyphics
   Cartouches

Materials
   Overhead with hieroglyphic symbols
   Card stock
   Markers
Lesson 7: What did the Ancient Egyptians considered Medicine?

ESL Standards

Goal 2: Standards 1, 2, 3
Goal 3: Standards 1

Oxford Strategies

Direct
Memory-Creating mental linkages
Cognitive-Receiving and sending messages
Compensation-Overcoming limitations in speaking and writing

Indirect
Metacognitive-Centering your learning
Social-Asking questions

Creating structure for input and output
Arranging and planning your learning
Cooperating with peers

Multiple Intelligences
Linguistic, Logical, Interpersonal, Intrapersonal, Naturalist

Procedure

1. Teacher starts a discussion on how medicine is used today? What are the most common illnesses and how are these cured? How many types of doctors do we have today? How do these people become doctors?
2. Have students read or discuss as a class, what the Ancient Egyptians considered medicine? Discuss how these people treated some illnesses and what the medicines contained. The following link can provide information regarding this topic.
   Medicine
3. Have student’s pair up in groups of 2-3.
4. From what they have learned about curing some illnesses:
   -- Have students develop “cures” for illnesses of their choice using the Egyptian method.
   -- Or the teacher can ask the students to develop cures for specific illnesses
5. Students report to the class on their prescriptions.

Materials
Paper
Pencil
Computer or information regarding medical advances
Lesson 8: Sponge Choosing a Career in Ancient Egypt

ESL Standards
Goal 2: Standards 1, 2
Goal 3: Standards 1

Oxford Strategies
Direct
Memory-Creating mental linkages
Cognitive-Practicing
  Receiving and sending messages
  Creating structure for input and output
Indirect
Metacognitive-Centering your learning
  Arranging and planning your learning
Affective-Encouraging yourself
Social-Cooperating with peers

Multiple Intelligences
Linguistic, Interpersonal, Intrapersonal

Procedure
1. Divide class into social classes by last name
2. Assign social classes to each group
   – One group is the upper class
   – Another the middle class
   – Another the lower class
3. From the list provided, have students choose their occupation according to their social class.
4. Have students report to the class their occupation in Ancient Egypt.

Materials
Handout/overhead listing different occupations
ARCHITECT
CARPENTER
EMBALMER
FURNITURE BUILDER
PRIEST
SCULPTOR
TAILOR

ARTIST
CHAIRIOT MAKER
ENGINEER
GOAT HERDER
SAILOR
SOLDIER
TOMB BUILDER

ASTRONOMER
COFFIN MAKER
FARMER
LAUNDRY WORKER
SANDAL MAKER
STONE CARRIER

BAKER
DOCTOR
FISHERMAN
PAPER MAKER
SCRIBE
SHEEP HERDER
Lesson 9: Hieroglyphics

ESL Standards

Goal 2
Standard 2, listening to speaking, reading, and writing about subject matter information representing information visually and interpreting information presented visually comparing and contrasting information

Strategies

Direct
Memory—Applying images and sounds
Cognitive—Practicing
  Receiving and Sending Messages

Indirect
Social—Cooperating with others

Multiple Intelligences: Linguistic
  Interpersonal
  Spatial

Lesson 10: Mummies

ESL Standards:

Goal 2
Standard 2: retelling, formulating and asking questions

Strategies

Direct
Memory—Associating/Elaborating
Cognitive—Practicing
  Creating Structure for Input & Output

Indirect
Social—Asking questions
  Cooperating with peers

Multiple Intelligences
Linguistic
Interpersonal
Visual

Procedure
1. Sponge
   Alphabetize these vocabulary words:
     hieroglyphics, mummification, embalming, artifacts, excavation, archeology
2. Introduce material on mummies to be read and show pictures of mummies.
3. Small group reading and retelling.
4. Each student will write 3 questions about the material to ask the class.
5. Each student will ask a question to the rest of the class and check for the correct answer.
6. Make a connection. The students will answer the following question: What mourning customs does your family observe?

**Vocabulary**
Embalming
Mummies
Mummification
Pharaoh

**Materials**
Pictures of mummies
Lesson 10: Mummies

ESL Standards:
Goal 2
Standard 2: retelling, formulating and asking questions

Strategies
Direct
Memory-Associating/Elaborating
Cognitive-Practicing
Creating Structure for Input & Output

Indirect
Social-Asking questions
Cooperating with peers

Multiple Intelligences
Linguistic
Interpersonal
Visual

Procedure
1. Sponge
   Alphabetize these vocabulary words:
   hieroglyphics, mummification, embalming, artifacts, excavation, archeology
2. Introduce material on mummies to be read and show pictures of mummies.
3. Small group reading and retelling.
4. Each student will write 3 questions about the material to ask the class.
5. Each student will ask a question to the rest of the class and check for the correct answer.
6. Make a connection. The students will answer the following question: What mourning customs does your family observe?

Vocabulary
Embalmimg
Mummies
Mummification
Pharaoh

Materials
Pictures of mummies
Lesson 11: Pyramids

ESL Standards

Goal 2
Standard 3, taking notes to record important info and aid one's own learning
Actively connecting new info to information previously learned

Strategies

Direct
Memory-Reviewing well

Cognitive-Analyzing contrastively
Practicing

Indirect
Metacognitive-Centering your learning

Multiple Intelligences
Visual/Spatial
Interpersonal
Interpersonal

Procedures
1. Sponge
   Use the following vocabulary words in a sentence:
   hieroglyphics, embalming, cartouche
2. Review geography of Egypt and locate Valley of the Kings.
3. Review mummification process
4. Discuss the purpose of pyramids and the part religion plays in the death and burial of a pharaoh.
5. Have students make a paper pyramid.

Vocabulary
Excavation
Archeology
Artifacts

Materials
Copies of a pyramid
Scissors
Tape
Lesson 12: King Tut

ESL Standards

Goal 2
Standard 2, hypothesizing and predicting, selecting, connecting and explaining information
Standard 3, actively connecting new information to information previously learned

Strategies

Direct
Memory-Reviewing well
      Creating mental linkages
Cognitive-Practicing
      Receiving and sending messages

Indirect
Metacognitive-Centering your learning
Social-Cooperating with peers

Multiple Intelligences
Logical
Visual/Spatial
Bodily-Kinesthetic
Interpersonal

Procedure
1. Sponge  Write two sentences about the pyramids.
2. Review prior knowledge of pharaohs, mummification process, pyramids, afterlife
3. Have students predict what an archaeologist would find in King Tut's tomb and explain why those things would be in the tomb.
4. Have the students read an article on King Tut and check their predictions.
5. Discuss articles of entertainment in the tomb.
6. Play the game "Senet."

Materials
Game Board and rules
5 colored markers for each player
1 die per team

References Materials
Callella, Trisha. Ancient Civilizations with Reading Instructions. Creative Teaching Press
SENET

AN EGYPTIAN BOARD GAME

© Milliken Publishing Company

6  MP4818
Senet was a board game played in ancient Egypt. Although they have found paintings on tomb walls and on papyrus scrolls of people playing Senet and other games, Egyptologists are not certain exactly how the games were played.

To play Senet, make a copy of the game on poster board. You will need one die. Each player needs five game markers of the same color. Use a different color for each player. Black and red checkers work great.

**Suggested Rules for Senet:**

1. Players shake the die to see who goes first. The one with the higher number puts his or her game pieces on squares marked with A's. Player 2 puts game pieces on the B squares.

2. Take turns shaking the die. Players move a game piece that number of squares down the center row, then up the third row.

3. A game piece can land only on an empty square or a square occupied by an opponent's game piece. If the only possible move lands on your own game piece, skip a turn.

4. If a player's game piece lands on an opponent's game piece, the opponent's game piece is removed from the board.

5. The only way to bring a game piece back is to shake a six and land on one of the opponent's pieces. In addition, the first square the player occupied at the start of the game must be empty because that is where the piece is replaced on the board.

6. The object of the game is to exit all five game markers from the board. Special rules must be followed for exiting.

**Rules for exiting:**

A. If a game piece is on the sixth square from the end and a player shakes a six, he or she cannot exit. The piece can only be moved with a shake of five or less.

B. If a game piece is on the square marked 6, the piece can exit the board if a five is shaken or move forward with any number less than five.

C. If a game piece is on the square marked X, the piece can exit the board if a four is shaken or move forward with any number less than four.

D. When a game piece is on a square marked III, II, or I, it can only exit the board by shaking a three, two, or one. For example, if a piece is on the III square, it cannot be moved forward with a shake of one or two.

**After you finish playing Senet:**

1. Write a paragraph on another sheet of paper giving your opinion of the game.

2. If you could rewrite the rules, which rules would you change, and what would the new rules be?